**English Unit Two 2012**

**Community and belonging – All About Me**

**Content (What will the students be studying, exploring or pursuing?)**

In this unit students will be reflecting upon their place in the community and exploring how to express their sense of self both orally and in writing. They will use objects to represent their own passions and identity through oral presentations and create their own autobiographical writing to accurately reflect their own personal style and story, after exploring samples of autobiography from a wide range of topics and authors.

“We aim to educate our students to develop a global perspective and be productive, contributing citizens with a strong ethical framework.”

**KEY TERMS (What new words , concepts will the students learn and be able to use correctly as a result of completing this unit.) community, school, classroom, identity, friendships, cooperation, sharing, respect, belonging and individuality,**

**Aims and Objectives**

Upon completing this unit the students will have the **skills** to

1. Understand that they are all unique individuals with a range of skills, abilities and learning styles.
2. Have positive discussions about their new community
3. Make connections and comparisons with past experiences
4. Speak confidently with a particular audience and purpose in mind
5. Write first person autobiographical pieces in an authentic voice

**KNOWLEDGE**

* Know the appropriate persuasive techniques to present their talk
* Know the different types of structures and styles of writing available to effectively write an autobiographical piece for a particular audience
* Develop protocols for a purposeful classroom

**Understanding**

* The differences between written and oral persuasive techniques
* The defining features of autobiographical writing as opposed to other forms of writing
* How knowing the purpose and audience of one’s writing affects the style and form

**Resources**

**Autobiographical Writing**

* **1 -Personal writing flow chart (handout -peach)**
* **2a,b,c -Samples of Autobiographical Writing and lists of autobiographies (handouts – yellow, green blue)**
* **3 – Orientation Activity – Five Times I got into Trouble (Handout – light orange)**
* **4 – Personal Autobiographical Writing – Analysis of Samples and Drafting Activity (Handout Cream)**
* **5 – Autobiography Organiser – (Handout Lilac)**
* **6 – Five Paragraph Essay Planner – (Handout White)**
* **7 – Assessment Criteria – (Handout Yellow)**

**Box of Me – Oral Presentation**

* **8 – Box of Me – Outline of Task (Handout Grey)**
* **9 – Personal Profile – Assistance with planning box of me (Handout Pink)**
* **10 – Oral Presentation – Advice and Criteria (Handout Blue)**

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| **Learning Activities** | **Student Products** | **Assessment**  **Formative and Summative** |
| **Autobiographical WRiting**  Large group discussion – add to 1 on types of personal writing – leading to discussion of how autobiographical writing is distinct from other forms of personal writing . Important to talk about purpose, form and audience. | Annotated Mindmap | Oral feedback  Notes on mindmap - 1 |
| Reading range of samples of autobiographical writing (2a,2b). Indicate to students lists of further reading (2c)  Annotating samples (see 4) and discussing effectiveness of writing – relate to audience, form and purpose | Annotated Samples  (Further reading for some) | Discussion – oral feedback |
| Orientation Activity – way to gather information on themselves – think, ink pair share on 5 situation where got into trouble  (Use 3). Develops self reflection and collaborative pairs work.  Discussion too of research skills needed to research different autobiographical samples. | Notes and discussion | Discussion and oral feedback  Class observation of notes |
| Using 4 , 5 and 6 students plan their own writing – using these handouts to structure and draft and re-draft and edit work.  Work in pairs to edit | Draft for teacher assessment?? | Self assessment of drafting  Teacher assessment of draft?? |
| Students research autobiographical writing alongside their drafting | Notes from research | Formative |
| Workshops on research skills | Notes from discussion in small groups | Formative |
| Small group workshops on developing style – in reference to further samples | Notes - Discussion | Formative |
| Small group workshops on structuring | Notes – Discussion | Formative |
| Small group workshops on editing and proof reading |  |  |
| Students do final draft – on computers or by hand | Autobiographical Piece | Summative of final piece – student can hand in with self assessment on their criteria sheet and commentary on back of why chose those boxes? |
| Oral  Teacher introduces Box of Me – demonstrates own and models talking about it  Students discuss, watch, ask questions refer to 8 – guide to task.  Basic information on presentation skills and criteria also covered – 10 | Discussion | Formative |
| Further Workshops on persuasive skills – different skill levels | Discussion – practice in pairs, groups | Formative |
| Presentation of Box of Me to small groups | Oral Presentation | Summative |

LINKS TO VELS LEVEL 4-5Link to vocabulary and spelling thread (Know the technical language for the specific topic. Correct spelling of common and unfamiliar words)

Understand and integrate topic specific language

Link to personal learning

Link to language variation and change (Listening and Speaking Interactions) (Understand the role of pace, body language and engaging audiences.)

Link to use of software (Know the purpose of different software and the appropriate times to use it.

Link to vels texts in context (adapt writing to meet specific forms and purposes) Link to vels creating texts (Be able to link their personal experiences to writing ideas and use appropriate structure)